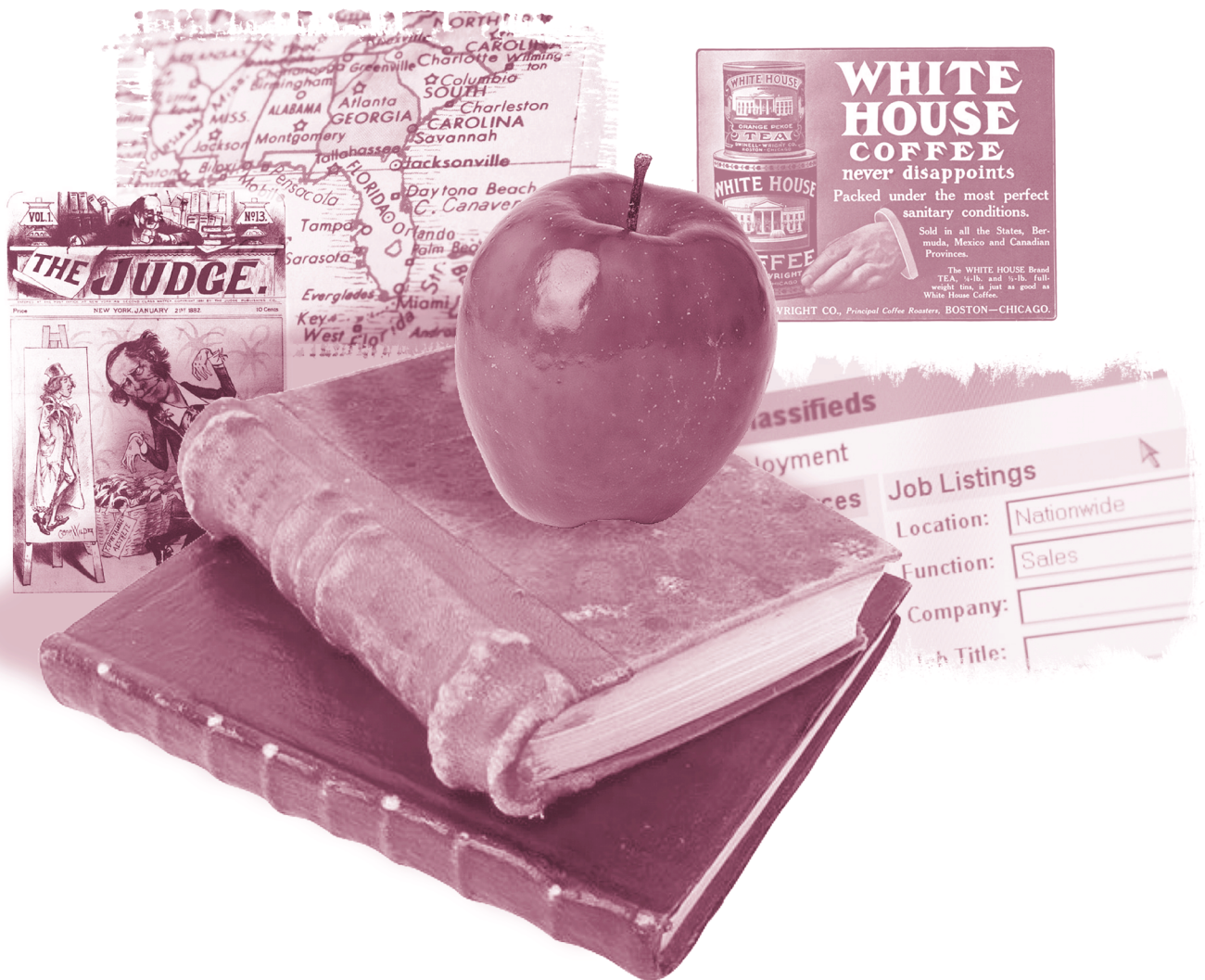


TENNESSEE

Gateway Assessment

Practice Test



Language Arts

18021

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Contents

Introduction to Gateway Language Arts	4
Content of Tests	4
Test Development	4
Test Administration	4
Tips for Taking the Test	5
Preparing for the test.....	5
Before the test	5
During the test	5
Answer Sheet for the Practice Test	6
Directions for Taking the Practice Test	7
Gateway Language Arts Practice Test	8
Answer Key	43
Reporting Categories.....	44

Introduction to Gateway Language Arts

Content of Tests

The testing program titled the *Tennessee Gateway Assessment* was established to meet the Tennessee mandate for high stakes, end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the Gateway Assessments include Mathematics, Language Arts, and Science.

Test Development

For the *Tennessee Gateway Assessment*, professional item writers experienced in each of the content areas researched and wrote the items. Professional editors and test developers carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately 50% more items as were needed in the final editions of the tests.

After the items were field tested, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including certain items and test directions in operational tests.

Test Administration

Tennessee Gateway Assessment tests are given to students as they are completing courses that are included in the program. Tests may be given midyear for block schedules or at the end of the year.

Each test contains 62 multiple-choice questions.

You will have ample time to read and answer each of the questions. Each test has been designed to be administered in one session and is untimed. The first 15 minutes are set aside to complete identifying data on the answer sheet.

Tips for Taking the Test

Preparing for the test

- Take this Practice Test several times.
- Review the Tennessee Gateway Item Sampler for Language Arts located at www.state.tn.us/education/ on the Tennessee Department of Education Web site.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in this Practice Test.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later if you have extra time. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Answer Sheet for the Practice Test

1 (A) (B) (C) (D)	14 (F) (G) (H) (J)	27 (A) (B) (C) (D)	40 (F) (G) (H) (J)	53 (A) (B) (C) (D)
2 (F) (G) (H) (J)	15 (A) (B) (C) (D)	28 (F) (G) (H) (J)	41 (A) (B) (C) (D)	54 (F) (G) (H) (J)
3 (A) (B) (C) (D)	16 (F) (G) (H) (J)	29 (A) (B) (C) (D)	42 (F) (G) (H) (J)	55 (A) (B) (C) (D)
4 (F) (G) (H) (J)	17 (A) (B) (C) (D)	30 (F) (G) (H) (J)	43 (A) (B) (C) (D)	56 (F) (G) (H) (J)
5 (A) (B) (C) (D)	18 (F) (G) (H) (J)	31 (A) (B) (C) (D)	44 (F) (G) (H) (J)	57 (A) (B) (C) (D)
6 (F) (G) (H) (J)	19 (A) (B) (C) (D)	32 (F) (G) (H) (J)	45 (A) (B) (C) (D)	58 (F) (G) (H) (J)
7 (A) (B) (C) (D)	20 (F) (G) (H) (J)	33 (A) (B) (C) (D)	46 (F) (G) (H) (J)	59 (A) (B) (C) (D)
8 (F) (G) (H) (J)	21 (A) (B) (C) (D)	34 (F) (G) (H) (J)	47 (A) (B) (C) (D)	60 (F) (G) (H) (J)
9 (A) (B) (C) (D)	22 (F) (G) (H) (J)	35 (A) (B) (C) (D)	48 (F) (G) (H) (J)	61 (A) (B) (C) (D)
10 (F) (G) (H) (J)	23 (A) (B) (C) (D)	36 (F) (G) (H) (J)	49 (A) (B) (C) (D)	62 (F) (G) (H) (J)
11 (A) (B) (C) (D)	24 (F) (G) (H) (J)	37 (A) (B) (C) (D)	50 (F) (G) (H) (J)	
12 (F) (G) (H) (J)	25 (A) (B) (C) (D)	38 (F) (G) (H) (J)	51 (A) (B) (C) (D)	
13 (A) (B) (C) (D)	26 (F) (G) (H) (J)	39 (A) (B) (C) (D)	52 (F) (G) (H) (J)	

Directions for Taking the Practice Test

In this Practice Test, you will answer different types of Language Arts questions. You may write in the open spaces in this book, but remember to fill in the circle on your answer sheet that goes with the answer you choose for each question. Fill in the circle completely and make your mark heavy and dark. If you want to change an answer, erase the mark you made and make a new mark.

You may turn back to look at the passages as many times as you wish.

You will do the items in this Practice Test by yourself. Remember to read all the directions carefully. When you see the words *Go On* at the bottom of the page, go to the next page. When you come to the word STOP, you have finished this test. When you have finished, you may check your answers.

On your answer sheet, find Number 1. Mark your answers beginning with Number 1. You may begin. Stop when you have finished the test.

At the end of the Practice Test, make sure that all your marks are heavy and dark and that you have completely erased any marks that you do not want.

Turn to Page 43 and locate the Answer Key. Check your answers and review those items that you marked incorrectly.

Directions

Read this essay. Then do Numbers 1 through 6.

Rain

by Kathleen Norris

Above all, it is a land in serious need of rain.
—WILLIAM C. SHERMAN, *Plains Folk*

Until I moved to western South Dakota, I did not know about rain, that it could come too hard, too soft, too hot, too cold, too early, too late. That there could be too little at the right time, too much at the wrong time, and vice versa.¹

I did not know that a light rain coming at the end of a hot afternoon, with the temperature at 100 degrees or more, can literally burn wheat, steaming it on the stalk so it's not worth harvesting.

I had not seen a long, slow rain come at harvest, making grain lying in the swath² begin to sprout again, ruining it as a cash crop.³

Until I had seen a few violent hailstorms and replaced the shingles on our roof twice in five years, I had forgotten why my grandmother had screens made of chicken wire for all the windows on the west side of her house.

I had not seen the whimsy⁴ of wind, rain, and hail; a path in a wheatfield as if a giant had stumbled through, leaving footprints here and there. I had not seen hail fall from a clear blue sky. I had not tasted horizontal rain, flung by powerful winds.

I had not realized that a long soaking rain in spring or fall, a straight-down-falling rain, a gentle, splashing rain, is more than a blessing. It's a miracle.

An old farmer once asked my husband and me how long we'd been in the country. "Five years," we answered. "Well, then," he said, "you've seen rain."

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¹**vice versa:** other way around

²**swath:** a long, narrow strip of mown grain

³**cash crop:** a crop raised for sale

⁴**whimsy:** random action

1 The author most likely intended this essay to be read by people interested in

- A** planting wheat
- B** living in South Dakota
- C** studying weather patterns
- D** measuring annual rainfall in South Dakota

2 What is the narrator's strongest example that rain in South Dakota can be harmful?

- F** Hail can fall from a clear sky.
- G** Rain can burn wheat on the stalk.
- H** Farmers must learn to prepare for rain.
- J** One must live in South Dakota to understand rain.

3 Which statement best expresses the main idea of the essay?

- A** In South Dakota, rain is unpredictable.
- B** In South Dakota, hailstorms often destroy crops.
- C** In South Dakota, wheatfields look as if a giant had walked on them.
- D** In South Dakota, people need to place chicken wire on their windows.

4 What can the reader infer from reading this essay?

- F** Most farmers hate the rain.
- G** Rain ruins crops every year.
- H** There are ways to control rain.
- J** Rain can either help a crop grow or destroy it.

5 Read this sentence from the essay.

I did not know that a light rain coming at the end of a hot afternoon, with the temperature at 100 degrees or more, can literally burn wheat, steaming it on the stalk so it's not worth harvesting.

What is the best replacement for the underlined word?


- A** actually
- B** possibly
- C** severely
- D** permanently

6 Which would be the most reliable media source for a classroom presentation on “How Weather Affects Wheat”?

- F** a U.S. Farm Bureau pamphlet
- G** a weather report on television
- H** a newspaper article on rainfall levels
- J** a magazine interview with a farmer

7 Read this advertisement.

Move to our new development in



SOUTH DAKOTA!

See the latest in home designs:

- solar power
- environmentally friendly materials
- modern layouts

Which persuasive device is used in this advertisement?

- A testimonial (famous people say)
- B loaded words (new and improved)
- C bandwagon (everybody is doing it)
- D demonstration (our product works)

- 8 Look at the photograph below.



What type of conflict is shown in this photograph?

- F** man vs. self
- G** man vs. nature
- H** man vs. man
- J** man vs. machine

Directions

Annalisa wrote this letter about a frightening experience during a summer trip. There are several mistakes in her letter. Read the letter. Then do Numbers 9 through 16.

August 4

Dear Kim,

- 1 We're safe now, inside a nice warm motel. A couple of hours ago, I didn't think we were going to make it. We were driving along, peaceful as birds. I had to ride in back with my little brother—lucky me! Some clouds ahead of us in the distance was floating around. Oh, everything was fine.
- 2 The clouds did have a funny color that I hadn't seen before. Then, suddenly, there was a roaring sound in the distance. A huge dark cloud formed and sank toward the ground like a black balloon!
- 3 Dad said, "Whoa! That's a big one!" We were out on the open highway it looked like a disaster. Luckily, there was an overpass ahead. Dad raced for it just as the sky turned black.
- 4 Heavy rain hit us hard before we got there. We parked under the overpass and are watching the show. Wild wind blew through the overpass. The hail started. Big round chunks of hail were the size of baseballs! During the hailstorm, none of the cars under the overpass had their windshields broken, but the hail came smashing down on cars that had been parked by the road. There were broken windshields, big dents in hoods and roofs! Everyone in the car was holding their ears. It was a crazy scene.
- 5 My little brother had to get out and go look. After the worst of it, of course. Then a final bolt of lightning slashed through the clouds, and thunder exploded. My brother's hair stood right up on end, like straw! Dad explained it was static electricity.
- 6 Although all of us were frightened during this experience. We managed to stay safe and sound. Hope to see you when we get back.

Your friend,

Annalisa

9 Which of these best states the writer's purpose?

- A** to tell her friend about a frightening experience
- B** to persuade her friend to stay out of the storms
- C** to inform her friend about the damage hail can cause
- D** to describe to her friend her affection for her brother

10 Read this sentence from Paragraph 1 of Annalisa's letter.

Some clouds ahead of us in the distance was floating around.

Which form of the underlined verb agrees with its subject?

- F** is
- G** were
- H** has been
- J** no change

11 Read this sentence from Paragraph 4 of Annalisa's letter.

We parked under the overpass and are watching the show.

Which of these is the best way to write the sentence to show correct parallelism?

- A** We parked under the overpass and watched the show.
- B** We are parking under the overpass and watches the show.
- C** We are parking under the overpass and watched the show.
- D** no change

12 Read these sentences from Paragraph 4 of Annalisa's letter.

Wild wind blew through the overpass. The hail started. Big round chunks of hail were the size of baseballs!

Which of these is the most effective way of combining these three sentences?

- F** Wild wind blew through the overpass as baseball-sized hail started to fall.
- G** Because wild wind blew through the overpass the hail started and big round chunks of hail were the size of baseballs.
- H** Wild wind blew through the overpass and hail started and big round chunks of hail were the size of baseballs.
- J** Wild wind blew through the overpass; the hail started; and big round chunks of hail were the size of baseballs.

13 Read this sentence from Paragraph 4 of Annalisa's letter.

Everyone in the car was holding their ears.

What should the underlined word be?

- A** our
- B** one's
- C** his or her
- D** no change

14 Read part of Paragraph 5 below.

My little brother had to get out and go look. After the worst of it, of course.

What is the best way to correct the sentence fragment using the subordinate conjunction?

- F** My little brother had to, after the worst of it, get out and go look, of course.
- G** Of course my little brother had to get out and go look and after the worst of it.
- H** My little brother had to get out, go look after the worst of it, of course.
- J** After the worst was over, of course my little brother had to get out and look.

15 Read this sentence from the letter.

Dad explained it was static electricity.

Choose the sentence that would most strengthen the above sentence.

- A** Thunderclouds often look like huge battleships.
- B** The air is electrically charged in a thunderstorm.
- C** More than 40,000 thunderstorms occur every day worldwide.
- D** Wind gusts of 50 to 80 miles per hour often accompany thunderclouds.

16 Which statement best expresses a theme common to “Rain” and Annalisa’s letter?

- F** Watching rain can be satisfying.
- G** Rain can bring memorable experiences.
- H** One should take cover during a rainstorm.
- J** Rain can ruin a farmer’s crops in an instant.

Directions

A student wrote this story. There are several mistakes in the story. Read the story. Then do Numbers 17 through 24.

LITTLE LEAGUE

- 1 When I was nine years old, I wanted to sign up for Little League. My dad was out of town, so I asked my mom to teach me how to hit a baseball. Big mistake.
- 2 She took me to the store, and we bought one of those plastic bats and a ball. Then we went out to the park.
- 3 “Dad says first you should learn how to punt,” she said.
- 4 Even I knew that was not right. “That’s football, Mom,” I said.
- 5 “They use bats in football now?” she asked.
- 6 I grabbed the bat. “Fire it in here, Mom!” I yelled. “Whip that ball!” She tossed it over my head and ducked. It just went from bad to worst. I was never ready to swing when she threw the ball. When she got it over, I probably used every way I knew to swing at it. I used the woodchopper’s chop: I attempted the one-handed tennis swing. Never hit it. No one on the planet felt more hopeless than me.
- 7 I put the ball down on the grass and swung at it like a golf ball. Whack! It flew out of there like a rocket.
- 8 The next day, my grandmother came over. It turns out she played varsity softball in college. She showed me not only how to grip the bat but also how to stand solidly at the plate. Grandma showed me how to shift my weight into the pitch. She taught me about following the ball all the way to the bat. With the patience only grandmothers possess, she was also willing to teach me how to extend my arms and snap my wrists to throw the ball. She shows me the strike zone and everything else I needed to know. I felt like Casey at the bat!
- 9 I got onto a good team. We even won a couple of games. Dad said we had bad umpires. I guess it proves that when people need help, they should go to experts.
- 10 “You should try golf; it’s a good game. You wouldn’t get hurt,” my mother said.

17 Read this sentence from the story.

It just went from bad to worst.

What is the correct way to rewrite this sentence?

- A** It just went from bad to worse.
- B** It just went from bad to worser.
- C** It just went from bad to badder.
- D** It just went from bad to more bad.

18 Read this sentence.

She took me out to the baseball field and showed me how to play baseball.

This sentence would best fit in which paragraph?

- F** 5
- G** 7
- H** 8
- J** 10

19 Choose the word to add to the beginning of Paragraph 7 that will best link it to Paragraph 6.

- A** Finally,
- B** Similarly,
- C** Therefore,
- D** Nevertheless,

20 Read this sentence from the story.

It flew out of there like a rocket.

What is the best word to replace the underlined word?

- F** ran
- G** shot
- H** rolled
- J** moved

21 Read these sentences from the story.

Grandma showed me how to shift my weight into the pitch. She taught me about following the ball all the way to the bat.

What is the best way to combine these sentences?

- A** Grandma showed me how to shift my weight into the pitch and following the ball all the way to the bat.
- B** Grandma showed me how to shift my weight into the pitch, she taught me about following the ball all the way to the bat.
- C** Grandma showed me how to shift my weight into the pitch, and she taught me about following the ball all the way to the bat.
- D** Grandma showed me how to shift my weight into the pitch, also she taught me about following the ball all the way to the bat.

22 Read this sentence from the story.

She shows me the strike zone and everything else I needed to know.

What is the correct way to write this sentence?

- F** She show me the strike zone and everything else I needed to know.
- G** She showed me the strike zone and everything else I needed to know.
- H** She showing me the strike zone and everything else I needed to know.
- J** no change

23 Which of these sentences from “Little League” contains an allusion?

- A** I felt like Casey at the bat!
- B** Dad said we had bad umpires.
- C** I wanted to sign up for Little League.
- D** She tossed it over my head and ducked.

24 Which sentence uses the correct pronoun?

- F** No one on the planet felt more hopeless than I.
- G** No one on the planet felt more hopeless than mine.
- H** No one on the planet felt more hopeless than myself.
- J** No one on the planet felt more hopeless than me.

Directions

Read this review written by a student. There are several mistakes in the review. Do Numbers 25 through 34.

Fly Girls: A Documentary

Reviewed by Jason Shaw

- 1 *Fly Girls*, a moving documentary that recently aired on public television, was about the courageous women who flew during WWII with the Women Airforce Service Pilots (or WASP). At that time, most women in the country lived more traditional lives—as housewives, mothers, etc., but the war brought about a great need for women to enter the public sector and take jobs previously done by men. In the military, about 100,000 women served in the WAC, or Women’s Army Corps. However, none of them flew airplanes. That’s why the WASP was necessary.
- 2 In 1942, production of military airplanes more than doubled. Many male pilots had been sent to Europe, therefore there was a shortage of pilots at home. The WASP was started as a way to help move these airplanes from where they were built to where they were needed. It was headed by Jackie Cochran, a well-known pilot. Cochran had won the most prestigious air race—the transcontinental Bendix—in 1938. Cochran wanted to prove that women pilots were just as capable as male pilots. Of the 25,000 women who applied to the WASP, 1,830 were selected.
- 3 Cochran insisted her pilots receive the same training as the Army Air Force’s male pilots. They became capable pilots, logging over 60 million air miles in every type of aircraft, with a safety record comparable to their male counterparts. The women started out by simply transporting airplanes. Later they became test pilots. They also became flight instructors. Dora Strother, one of the women, were contacted in 1995 by a man who remembered her from a flight demonstration she gave in 1944. He wrote I realize that it was a long time ago, but I still want to thank you. He explained that she was the pilot who demonstrated excellent flying skills and convinced him that the B-29 was a plane that any pilot would be proud to fly.
- 4 Still, the WASP faced resentment almost everywhere they flew. Most people, especially in the military, could not get used to the idea of women pilots. Since women were not officially part of the military, the women were not entitled to receive veterans’ benefits. Jackie Cochran appealed strongly to Hap Arnold, Chief of the Army Air Forces, who suggested that her pilots join the WAC. Cochran felt strongly that the pilots would

not be able to fly if they joined the WAC, so she refused. At about this time, public sentiment began to turn against the WASP as male pilots began returning from Europe. The WASP was disbanded in 1944.

- 5 These women bravely served their country when they were needed, and most were rewarded with hostility and resentment by both the government and public. However, Jackie Cochran, received a Distinguished Service Medal and in 1948 became a lieutenant colonel in the U.S. Air Force Reserves. More than thirty years later, in 1977, a bill was finally signed authorizing the women full military status as veterans. I highly recommend this documentary, both as an important piece of history and evidence to see how far we've come.

25 Which of these sentences is least important to the review and could be deleted?

- A In 1942, production of military airplanes more than doubled.
- B Still, the WASP faced resentment almost everywhere they flew.
- C In the military, about 100,000 women served in the WAC, or Women's Army Corps.
- D Cochran had won the most prestigious air race—the transcontinental Bendix—in 1938.

26 Read this sentence from the review.

Dora Strother, one of the women, were contacted in 1995 by a man who remembered her from a flight demonstration she gave in 1944.

What is the correct way to write the underlined verb in the sentence?

- F was contacted
- G were contacting
- H has been contacted
- J no change

27 Which of these sentences from the review best reveals the author's attitude about the women pilots?

- A** It was headed by Jackie Cochran, a well-known pilot.
- B** At that time, most women in the country lived more traditional lives—as housewives, mothers, etc., but the war brought about a great need for women to enter the public sector and take jobs previously done by men.
- C** More than thirty years later, in 1977, a bill was finally signed authorizing the women full military status as veterans.
- D** *Fly Girls*, a moving documentary that recently aired on public television, was about the courageous women who flew during WWII with the Women Airforce Service Pilots (or WASP).

28 Choose the sentence in which accept or except is used correctly.

- F** Jackie Cochran excepted the job commanding the WASP.
- G** Many people could not except female pilots in the military.
- H** The public accepted the women pilots during the war, but not after it was over.
- J** Cochran might have agreed to Arnold's idea, accept she wanted the women to continue flying.

29 These are some sources that were used in making the documentary *Fly Girls*.

1. personal letters from the 1940s
2. news footage from the early 1940s
3. personal interviews with the women pilots
4. personal interviews with the pilots' friends and colleagues

Which source probably gave the best information about how the pilots in the WASP dealt with their problems?

- A** 1
- B** 2
- C** 3
- D** 4

30 Which of these sentences could be added to the review to explain how the public felt about the WASP in 1944?

- F** These women helped prove that they could do anything they set their minds to.
- G** The male pilots returning from Europe wanted the jobs the women pilots were doing.
- H** Hap Arnold testified in Congress in support of the WASP, but it didn't do much good.
- J** In general, the American people thought the WASP served a useful purpose, but only during the war.

31 Read these sentences from the review.

The women started out by simply transporting airplanes. Later they became test pilots. They also became flight instructors.

What is the best way to combine these three sentences?

- A** Although the women started out by simply transporting airplanes, they later became test pilots and flight instructors.
- B** The women started out by simply transporting airplanes; later they became test pilots, and they became flight instructors.
- C** The women started out by simply transporting airplanes, but later they became test pilots and became flight instructors.
- D** Although the women started out by simply transporting airplanes, later they became test pilots and they also became flight instructors.

32 Read this sentence from the review.

Fly Girls, a moving documentary that recently aired on public television, was about the courageous women who flew during WWII with the Women Airforce Service Pilots (or WASP).

Which of these verbs would best replace the underlined part of the sentence?

- F** detailed
- G** narrated
- H** informed
- J** portrayed

33 Read this sentence.

Jackie Cochran was probably more determined than Hap Arnold was to keep the WASP program alive.

Which of these could take the place of the underlined part of the sentence?

- A** he
- B** his
- C** him
- D** he's

34 Read this sentence.

He wrote I realize that it was a long time ago, but I still want to thank you.

What is the correct way to punctuate this sentence?

- F** He wrote, "I realize that it was a long time ago, but I still want to thank you."
- G** He wrote, "I realize that it was a long time ago, but I still want to thank you".
- H** He wrote, "I realize that it was a long time ago," but I still want to thank you.
- J** He wrote, "I realize that it was a long time ago," but, "I still want to thank you."

Directions Now do Numbers 35 and 36.



35 What type of conflict is represented in this drawing?

- A** man vs. self
- B** man vs. man
- C** man vs. machine
- D** man vs. environment

36 You are making a class presentation called “Rules of the Road.” You know that your classmates are interested in what you are saying because they

- F** look around at one another
- G** look at cars on the road outside
- H** make direct eye contact with you
- J** close their eyes so they can hear better

Go On ►

Directions Read this student-written paragraph. Then do Numbers 37 and 38.

Cultural History

All cultures, in every corner of the world, have very old stories that reveal a great deal about how the people of the culture relate to each other and the world. The stories involve characters who represent some quality of human nature as expressed by that culture. This folklore, while not always based on scientific principle, gives a clearer picture of a culture than statistics can give.

37 Which of these alternate titles would be best for this paragraph?

- A Stories and Cultures
- B How to Collect Folklore
- C The Importance of the Hero
- D Relationships to the Land and Culture

38 Read this sentence from “Cultural History.”

This folklore, while not always based on scientific principle, gives a clearer picture of a culture than statistics can give.

What would be the best replacement for the underlined word?

- F nicer
- G broader
- H more vivid
- J more complex

Directions

Read this story. Then do Numbers 39 through 44.



Another manila envelope in the mail. There's my name, Alexander Spencer, typed on the front, with the return address in fancy script next to the state seal and a motto in Latin. Just looking at it gives me that feeling you get on the roller coaster, that right-at-the-very-top-just-about-to-drop feeling. I toss it under the bed. The stack is growing.

At dinner my mom asks how school was and I say fine. Why make her worry? I worry enough for both of us.

I go to bed at night and I think I hear the stack growling at me from under the bed like the monsters I was afraid of when I was five years old. When I told my dad I couldn't sleep because of the monsters, he gave me a little black flashlight. That first night, the flashlight was on and off, on and off, on and off, all night long. Every time I felt scared, I would hang my head down so I could shine the light under the bed and roust out the monsters that were gathering to plot my kidnapping. Even though I hardly ever used the flashlight after that first night, I slept with it under my pillow for years. But no flashlight would help me now. The monster under the bed is my future, and believe me, it's a lot scarier than the monsters that scurried away at the first gleam from a pocket flashlight.

The envelopes are applications I'm supposed to be filling out, applications to all the colleges I'm supposed to want to attend: pages and pages of applications, each application requiring an essay or a "statement of purpose." How can I write a statement of purpose when I don't even know what my purpose is? I don't think "Dear College Admissions Officer, I want to go to your school, but I don't know why. I just do. Sincerely" is going to tip the scales in my favor.

I did open the first envelope. Then I saw the application, all those blank spaces, spaces I'm supposed to fill with my own writing, spaces for my name and birthdate and Social Security number and grade point average and . . . statement of purpose. I looked at all those blank spaces for a long time. I could write for hours and not fill all those spaces. So I put the application back in the envelope, along with

Go On ►

the shiny university brochure that showed a picture of smiling students on the cover. I would fill out the application the next day, when I had time. Another envelope arrived in the mail; I was tired, so I decided I'd work on the applications the next day, which was Saturday, so I would have all day.

But then I slept in, and Rob came over and we went to the park to shoot some hoops. Then I helped my dad clean out the rain gutters, and afterward we all went out for pizza. So the weekend was over before I knew it, and when Monday rolled around, there was yet another envelope lurking in the mailbox. The stack begins.

The stack haunts me—it really is a monster. I can hear the stack muttering at me, no matter where I am in the house. I feel worse and worse. My mom gives me some money and tells me to see a movie; my dad gives me his car keys before I even ask. All the while, I feel the weight of a million manila envelopes raining down on my head.

My grandmother calls me and wants to know how I am.

“Overwhelmed,” I say, but I don’t tell her about the stack.

“Honey, you just slow down,” she says in her drawling voice. Slow down? If I slowed down any more, I’d be in a coma. That is the problem.

“You just take it bit by bit,” she goes on. She reminds me about the green beans.

When I was a little kid I hated green beans. My mom wanted me to eat them, but I just pushed them around on my plate, stuck a couple in my napkin to throw away, and even tried to give them to the dog, but he just spit them out. Finally, my mom said I couldn’t leave the table until I ate ten green beans.

Ten green beans! She might as well have said a thousand. All alone at the table, I stared at the green beans for what seemed like hours. It was a ton of green beans, a mountain of green beans. I couldn’t do it.

My grandma came into the room and sat next to me. She asked if I could eat one green bean.

“But Grandma, I have to eat ten!”

She said all I had to do was eat one green bean. One tiny little green bean. So I ate one. It was bad, but not as bad as I’d thought it would be. Then she asked me again if I could eat one green bean. So I ate one green bean nine more times and that was that.

My grandma doesn’t know about the stack, but she tells me anyone can do one thing every day.

Back in my room, I stretch out on the bed. Just like I used to do when I was a little kid, I hang my head down to look at the monster. There it is. But instead of a muttering, growling, monstrous stack, I see a pile of green beans. Who’s afraid of green beans?



“A Mountain of Green Beans” by Leslie Hall, copyright © 1999 by Leslie Hall. Reprinted by permission.

39 The author probably expects her readers to be

- A** university students
- B** high school students
- C** high school teachers
- D** university professors

40 Read this sentence from the story.

Every time I felt scared, I would hang my head down so I could shine the light under the bed and roust out the monsters that were gathering to plot my kidnapping.

Roust is to _____ as confront is to challenge.

- F** hide
- G** chase
- H** soothe
- J** welcome

41 The reader learns about the narrator primarily through his

- A** actions
- B** dialogue
- C** thoughts
- D** appearance

42 The pile of applications symbolizes the narrator's

- F** illiteracy
- G** inaccuracy
- H** presumption
- J** procrastination

43 Which of these excerpts from the story is an opinion?

- A** I did open the first envelope.
- B** At dinner my mom asks how school was and I say fine.
- C** Then I saw the application, all those blank spaces . . .
- D** . . . it's a lot scarier than the monsters that scurried away.

44 What ironic situation does the narrator face in the story?

- F** By putting off filling out the applications, he makes his problem worse.
- G** By eating the green beans one at a time, he eventually finishes them all.
- H** By taking his grandmother's advice, he is finally able to solve his problem.
- J** By spending the weekend doing other things, he has less time to fill out the applications.



45 What mood is created by this drawing?

- A** bitter
- B** worried
- C** satisfied
- D** animated

- 46** When delivering a speech about choosing a college, you can best show your interest in the topic by
- F** standing up very straight
 - G** frequently referring to your notes
 - H** speaking in an enthusiastic manner
 - J** handing out charts that summarize your points
- 47** You are preparing a class presentation entitled “Choosing the Career That Is Best for You.” Which of these should you do to prepare for the presentation?
- A** ask the audience about their career plans
 - B** collect materials from high school and college career resource centers
 - C** gather information about careers from guests on television talk shows
 - D** include many technical terms, so that your classmates see how knowledgeable you are about careers

Directions

A student wrote this essay as part of her college application to the University of Tennessee's pre-veterinary program. There are several mistakes in the essay. Read the essay. Then do Numbers 48 through 57.

- 1 I really want to work with animals. As a child, one of my earliest memories was when I found a bird that couldn't fly. I took it to my father. He called the local wildlife center. The wildlife officer came out to take care of the bird. I knew at that moment what I wanted to do with my life: help animals in need. My father and I have always had a house full of cats and dogs. It seemed as though every stray animal in the neighborhood would eventually find a home at our house!
- 2 My father instilled in me a strong desire to help others whenever possible. He works as a firefighter. In junior high school, I went to South Carolina with him. At the time, his department had volunteered to help flood victims there. While we were there, I got to work with the humane society to care for rescued animals and reunite them with their owners.
- 3 In high school, I volunteer at our local animal shelter. I clean the cages, feeding the animals, walking the dogs, and play with the cats. We sometimes even have rabbits and chickens. Every weekend I get to take some of our adoptable animals to the local pet store, in the hopes they will find new homes. I have also started working in our veterinary clinic. I've been observing the doctors who give the animals vaccinations and take care of those that are injured. It makes me feel good to know that these animals are getting the care they deserve.
- 4 I believe that animals can help people. I've been working in our shelter's outreach program with the Sunny Day Retirement Home. We bring particularly outgoing and loving animals to visit with the residents of the home. Upon seeing a little dog I'd brought for a visit one day, a lady exclaimed You look just like my Lucy! Her dog stays with her son because the home does not allow residents to keep pets. She was so happy that day! It made me feel good, too.
- 5 I think the work we do with homeless animals is very important, and when I am a veterinarian, I will be able to help them even more. I want to continue my education by enrolling in the University of Tennessee's pre-veterinary medicine program, for which the University is well-known. Even after I become a full-fledged vet, I plan to stay involved in non-profit community organizations such as our animal shelter as much as possible. I believe that this program will give me an excellent start in pursuing my career goals of becoming a veterinarian. Thank you for your consideration.

48 Choose the thesis statement that is more effective than the one underlined in the essay.

- F** I am unsure of my chosen career path.
- G** For what it's worth, I very much want to work with animals and people in need.
- H** For as long as I can remember, I have wanted to be a veterinarian and work with animals.
- J** I am applying to the University of Tennessee.

49 Read this sentence from Paragraph 3 of the essay.

In high school, I volunteer at our local animal shelter.

How should this sentence be rewritten to make a smooth transition from the previous paragraph?

- A** Now, in high school, I volunteer at our local animal shelter.
- B** Later, in high school, I would volunteer at our local animal shelter.
- C** Because I am in high school, I volunteer at our local animal shelter.
- D** Since I am in high school, I would volunteer at our local animal shelter.

50 Read this sentence from Paragraph 3 of the essay.

I clean the cages, feeding the animals, walking the dogs, and play with the cats.

What is the correct way to write this sentence?

- F** I clean the cages, feed the animals, walk the dogs, and play with the cats.
- G** I clean the cages, feeding the animals, I walk the dogs, and I play with the cats.
- H** I clean the cages, feed the animals, walking the dogs, and playing with the cats.
- J** I am cleaning the cages, feeding the animals, walk the dogs, and playing with the cats.

51 Read these sentences from Paragraph 3 of the essay.

I have also started working in our veterinary clinic. I've been observing the doctors who give the animals vaccinations and take care of those that are injured.

How could these sentences be combined using a semicolon?

- A** I have also started working; in our veterinary clinic observing the doctors who give the animals vaccinations and take care of those that are injured.
- B** I have also started working in our veterinary clinic; observing the doctors who give the animals vaccinations and take care of those that are injured.
- C** I have also; started working in our veterinary clinic I've been observing the doctors who give the animals vaccinations and take care of those that are injured.
- D** I have also started working in our veterinary clinic; I've been observing the doctors who give the animals vaccinations and take care of those that are injured.

52 Read these sentences from Paragraph 4.

I believe that animals can help people. I've been working in our shelter's outreach program with the Sunny Day Retirement Home.

Which transitional word or phrase would best fit at the beginning of the second sentence?

- F** Recently,
- G** In contrast,
- H** Furthermore,
- J** On the other hand,

53 What is the correct punctuation for this sentence from Paragraph 4 of the essay?

- A** Upon seeing a little dog I'd brought for a visit one day, a lady exclaimed "You look just like my Lucy!"
- B** Upon seeing a little dog I'd brought for a visit one day, a lady "exclaimed You look just like my Lucy!"
- C** Upon seeing a little dog I'd brought for a visit one day, a lady exclaimed, "You look just like my Lucy!"
- D** Upon seeing a little dog I'd brought for a visit one day, "a lady exclaimed You look just like my Lucy!"

54 Which sentence best states the author's purpose for writing this essay?

- F** As a child, one of my earliest memories was when I found a bird that couldn't fly.
- G** I knew at that moment what I wanted to do with my life: help animals in need.
- H** I want to continue my education by enrolling in the University of Tennessee's pre-veterinary medicine program.
- J** Even after I become a full-fledged vet, I plan to stay involved in non-profit community organizations such as our animal shelter as much as possible.

55 Choose the sentence that uses to, too, or two correctly.

- A** She finds the work difficult but rewarding, two.
- B** Claudia has always wanted too work with animals.
- C** If she had to make a choice, she would most enjoy working for an animal shelter.
- D** She hopes her education will give her the tools too make a difference in the world.

56 Choose the sentence that uses buy or by correctly.

- F** Can we by the movie tickets?
- G** Let's have a picnic by the large tree.
- H** He needs to by a book for class.
- J** Does he live buy the park?

57 Choose the sentence that is written correctly.

- A** Yes you may borrow my coat.
- B** The weather, I think, is perfect.
- C** Joe, on the other hand likes country music.
- D** She believes, geology is a fascinating science.

Directions Read this poem. Then do Numbers 58 through 62.

Doing Dishes

by Gary Soto

Last night
We had one pot
And three dishes.
Tonight, when it's my turn
To throw my hands
Into suds
We have a stack
Of plates
The color of chickens,
White and red.
That's what we
Had tonight—chicken *mole*,¹
A messy meal
That leaves stains
On your mouth
And greedy fingers.
We have plates.
We have six pots,
A jangle of
Forks and knives,
And a wooden spoon
That paddled
Through sauce
And docked on my lips
When Mom wasn't looking.

¹**mole:** a chocolate sauce used with meat

We have a rolling pin
Sticky with dough.
We have a potato peeler
And a pie pan
Where the *flan*²
Set in its sweetness.
We have drinking glasses.
I pump the suds
And scrub,
My sponge raking
The mole sauce,
The *frijoles*,³
The *arroz*,⁴
The *papas*.⁵
The dishwater
Turns orange,
And suds flatten.
I drain the water
And start again,
A curl of steam
Licking my eyebrows.
I wipe my eyebrow.
I pump my sponge.
I sweat over the suds
And wail inside
Because it's boring.
I could be doing
Nothing right now,
Or reading a magazine,
Which is almost
Like doing nothing.
But I scrub and rinse,
And am here
Leaning my belly
Against the sink
For hours, days, years . . .
When I finally
Pull my hands
From the water,
They're puckered and old
—that's how long!

“Doing Dishes” from *Canto Familiar* by Gary Soto, copyright © 1995 by Gary Soto. Used by permission of Harcourt, Inc.

²**flan:** a custard dessert

³**frijoles:** beans

⁴**arroz:** rice

⁵**papas:** potatoes

58 Which of these is an example of personification?

- F** A jangle of/Forks and knives
- G** a rolling pin/Sticky with dough
- H** A messy meal/That leaves stains
- J** A curl of steam/Licking my eyebrows

59 Which of these is an example of alliteration?

- A** my lips
- B** messy meal
- C** greedy fingers
- D** wooden spoon

60 Why does the speaker drain the water and start again?

- F** His mother asks him to.
- G** He wants the experience to last.
- H** The water has become too dirty to use.
- J** The water was not hot enough the first time.

61 What do the speaker's "puckered" hands symbolize?

- A** how painful it is to do dishes
- B** how satisfying it is to do dishes
- C** how much time it takes to do dishes
- D** how often the speaker has to do dishes

62 Puckered is to smooth as hot is to

- F** dull
- G** cold
- H** spicy
- J** boiling

Answer Key

Item Number	Correct Answer
1	B
2	G
3	A
4	J
5	A
6	F
7	B
8	H
9	A
10	G
11	A
12	F
13	C
14	J
15	B
16	G
17	A
18	H
19	A
20	G
21	C
22	G

Item Number	Correct Answer
23	A
24	F
25	D
26	F
27	D
28	H
29	C
30	J
31	A
32	J
33	A
34	F
35	C
36	H
37	A
38	H
39	B
40	G
41	C
42	J
43	D
44	F

Item Number	Correct Answer
45	B
46	H
47	B
48	H
49	A
50	F
51	D
52	F
53	C
54	H
55	C
56	G
57	B
58	J
59	B
60	H
61	C
62	G

Reporting Categories

Below you will find that each item has been linked to its corresponding Reporting Category. These six Reporting Categories will be used to report scores from the actual test.

You can find the Reporting Categories and their Performance Indicators grouped together in the Tennessee Gateway Item Sampler for Language located at www.state.tn.us/education/ on the Tennessee Department of Education Website.

Item	Reporting Category
1	2 – Content
2	2 – Content
3	5 – Meaning
4	3 – Word Choice
5	5 – Meaning
6	6 – Technique
7	6 – Technique
8	2 – Content
9	2 – Content
10	1 – Grammar Conventions
11	4 – Organization
12	4 – Organization
13	1 – Grammar Conventions
14	1 – Grammar Conventions
15	2 – Content
16	5 – Meaning
17	3 – Word Choice
18	4 – Organization
19	4 – Organization
20	3 – Word Choice
21	1 – Grammar Conventions
22	1 – Grammar Conventions

Item	Reporting Category
23	6 – Technique
24	3 – Word Choice
25	2 – Content
26	1 – Grammar Conventions
27	2 – Content
28	3 – Word Choice
29	6 – Technique
30	2 – Content
31	4 – Organization
32	3 – Word Choice
33	3 – Word Choice
34	1 – Grammar Conventions
35	2 – Content
36	6 – Technique
37	2 – Content
38	3 – Word Choice
39	2 – Content
40	5 – Meaning
41	6 – Technique
42	5 – Meaning
43	2 – Content
44	6 – Technique
45	5 – Meaning
46	6 – Technique
47	6 – Technique
48	5 – Meaning
49	4 – Organization
50	4 – Organization

Item	Reporting Category
51	1 – Grammar Conventions
52	4 – Organization
53	1 – Grammar Conventions
54	2 – Content
55	3 – Word Choice
56	3 – Word Choice
57	1 – Grammar Conventions
58	6 – Technique
59	6 – Technique
60	5 – Meaning
61	5 – Meaning
62	5 – Meaning

